Report of the Advisory Commission on French Language College Services in Central/Southwestern Ontario

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of the Advisory Commission
on French Language College Services
in Central/Southwestern Ontario

October 1990

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Ce rapport est également disponible en français.

Ontario

Advisory Commissions on
French Language College
Services in Northern and in
Central/Southwestern Ontario

Commissions consultatives sur
les services collégiaux en
français dans le Nord et dans le
Centre/Sud-Ouest de l'Ontario

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15 October 1990

The Honourable Richard Allen
MPP, Hamilton West
Minister of Colleges and Universities
6th Floor, Mowat Block, 900 Bay Street
Toronto, Ontario
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Dear Minister:

We have the honour of submitting herewith the final report of the Advisory Commission on French Language College Services in Central/Southwestern Ontario.

Since our appointment on April 4, 1990, we have held eight days of public hearings in six major centres in central/southwestern Ontario. In addition, we met with many provincial associations and education agencies, and all of the existing colleges who were interested in presenting us with their point of view on the subject. We received over 150 briefs, approximately 120 of which were presented personally during the public hearings, as well as over 130 letters and petitions containing over 1,900 signatures.

We also consulted recent reports on college education in Ontario. We studied and analyzed all of these documents and, after careful consideration, formulated a number of recommendations which we submit to you. Under the current circumstances, we believe that they are very appropriate and closely linked to those contained in the report of the Advisory Commission on French Language College Services in Northern Ontario. We hope that you will consider it advisable to implement them as quickly as possible.

.../2

We are delighted to have had this opportunity to contribute to the advancement of French-language college education in Ontario. Please be assured of our continued cooperation in this matter.

Jean-Louis Bourdeau
Chairperson

Alcide Gour
Member

Charlotte Tessier
Member

SUMMARY

The Advisory Commission on French Language College Services in Central/Southwestern Ontario held hearings in six communities in the region as well as in Ottawa. It received more than 2,100 written and oral submissions, signatures on letters and petitions from private citizens, associations, colleges, agencies, and consultants.

The intervenors appearing before the Commission deplored the almost total lack of French college services in central and southwestern Ontario. This deficiency, which is a major cause of low francophone enrolment in post-secondary programs and even secondary programs, also contributes to higher illiteracy rates, under-education, linguistic and cultural assimilation, and a general weakening of the socio-economic status of francophones.

The members of the Commission systematically probed the intervenors' reactions to the models put forward in the ACORD report on French college services. After identifying a number of objectives, i.e., the introduction of French-language college services, self-governance, the creation of a French living environment, and the integration of adults and ethnic minorities, the members of the Commission and the intervenors rejected the model designating an institution outside the region, as well as the model designating an existing college under the *French Language Services Act*. The intervenors were unanimous in their support for the model providing for the creation of a new French-language institution.

The Commission recommends the creation of a self-governed, French-language college with an exclusive mandate for French-language programs and services in central and southwestern Ontario. It recommends that this college be adequately funded and that it form part of a provincial network of French-language colleges.

The Commission examined the impact that creating a new college would have on the existing colleges. It concluded that its impact on enrolment would be negligible. It did recommend, however, that job security be provided to the staff of the existing colleges affected by the creation of a new college.

The Commission does not have all of the information that would be required to determine accurately the cost of establishing such a college. Nevertheless, it feels that the operating costs per francophone student would be lower than current costs, and that the start-up costs and rental or construction costs are justified by the benefits that this college would provide to francophone communities in central and southwestern Ontario and, by extension, to the province as a whole.

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ACKNOWLEDGEMENTS

The Advisory Commissions on French Language College Services are indebted to many individuals and organizations.

First, we would like to express our special appreciation to all of the intervenors who, on their own behalf or as representatives of an organization, took the time to present us with their views on French-language college services in Ontario. Without them, this report could not have been written.

We want to express our gratitude to the provincial associations, the "collectifs" in northern and southern Ontario, the cultural and community organizations, and the municipalities for their warm welcome and for the help they gave us.

We are grateful to the existing colleges that shared their expertise with us.

We also want to express our gratitude to the Ministry of Colleges and Universities for the human and financial resources which it made available to the Commissions so they could carry out their mandate.

Finally, we had invaluable help from the Commissions' coordinating team leader Serge Dignard and his assistants, Nathalie Pouliot and Letizia Macri, and from Doric Germain, the Commissions' rapporteur. We are grateful to them.

INTRODUCTION

Establishment of the Commissions

The Advisory Commissions on French Language College Services in Northern and in Central/Southwestern Ontario were established by an Order-in-Council on April 4, 1990.

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and concurrence of the Executive Council, orders that

WHEREAS there is a need to assess the current and future delivery of French language college level education in the northern and central southwestern regions of the province;

AND WHEREAS subsection 3(3) of the Ministry of Colleges and Universities Act authorizes the Lieutenant Governor in Council to appoint such advisory commissions or other consulting bodies as are necessary from time to time;

NOW THEREFORE the Advisory Commission on French Language College Services in Northern Ontario is established for a term commencing on the 9th day of April, 1990 and ending on the 15th day of October, 1990 and

Jean-Louis Bourdeau
North Bay, Ontario

Monique Cousineau
Toronto, Ontario

and

Léo Lefebvre
Sudbury, Ontario

are appointed members for the term of the said Advisory Commission;

AND FURTHER the Advisory Commission on French Language College Services in Central/Southwestern Ontario is established for a term commencing on the 9th day of April, 1990 and ending on the 15th day of October, 1990 and

Jean-Louis Bourdeau
North Bay, Ontario

Alcide Gour
Welland, Ontario

and

Charlotte Tessier
Toronto, Ontario

are appointed members for the term of the said Advisory Commission;

O.C. 944/90

AND FURTHER, Jean-Louis Bourdeau is designated the Chairperson of the said Advisory Commissions.

Recommended _____
Minister of Colleges and Universities

Concurred _____
Chairman

Approved and Ordered April 4, 1990
Date

_____
Lieutenant Governor

Terms of Reference of the Commissions

Upon their appointment, the Commissioners were given the following terms of reference by the Minister of Colleges and Universities:

> Bearing in mind the establishment of a French-language college to serve eastern Ontario as of September, 1990 and the government's intention to enhance French language college services in the north and the centre/southwest of the province, the Commissions will assess and advise the Minister of Colleges and Universities on French-language college-level education in the north and centre/southwest. In particular, without limiting the generality of the foregoing, the Commissions will:
>
> a) review and evaluate the ACORD reports on French-language college services in both regions;
>
> b) hold hearings in both regions in order to receive comments, advice, and opinions from interested individuals, groups, organizations, and colleges;
>
> c) review and synthesize the comments, advice, opinions, and findings;
>
> d) recommend the optimum model or models of French-language service delivery, and ways for implementing the model or models; and
>
> e) consider the possible impact of the recommended model or models on the current college system.

Scope and Methodology

In order to carry out their terms of reference, the Commissions held public hearings in every community where the number of requests for submissions warranted. The Commissions also met in private session with consultants, government agencies, and colleges which responded to their invitation. The tables on the following pages indicate the scope of the Commissions' consultations and the response they elicited.

Table I provides a summary of consultations in northern Ontario and southern Ontario. Table II provides a summary of consultations in Ottawa and Toronto, and in other parts of Canada. Appendices II through V contain lists of provincial and national organizations, colleges, experts, and government agencies which appeared before the Commissions.

Table I

SUMMARY OF CONSULTATIONS IN NORTHERN AND SOUTHERN ONTARIO

City	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
NORTHERN ONTARIO					
*Cochrane - Iroquois Falls	14	0	3	0	0
Elliot Lake (North Shore)	1	0	0	16	43
*Hearst	61	3	30	8	0
*Kapuskasing	13	0	17	0	303
*New Liskeard (Tri-Town)	12	0	2	145	0
*North Bay	11	0	3	52	410
Sault Ste. Marie	1	0	0	0	0
*Sturgeon Falls	16	1	0	43	1,560
*Sudbury	24	0	40	7	1,315
Thunder Bay	0	0	1	0	0
*Timmins	19	0	14	348	542
Total	**172**	**4**	**110**	**619**	**4,173**
SOUTHERN ONTARIO					
*Hamilton	9	0	1	0	213
*London	21	1	4	41	104
*Penetanguishene and Barrie	10	1	4	31	0
*Toronto	26	8	15	46	481
*Welland and Niagara	21	0	1	31	962
*Windsor	16	16	0	10	0
Total	**103**	**26**	**25**	**159**	**1,760**

*Communities in which the Commissions held public hearings.

Table II

JOINT CONSULTATIONS

City/ Province	Written briefs presented orally	Oral submissions only	Written briefs only	Letters (names)	Names on petitions
*Ottawa	13	0	2	4	0
*Toronto	2	0	2	0	0
Total	15	0	4	4	0
Alberta	0	0	0	2	0
British Columbia	0	0	0	2	0
Manitoba	0	0	0	1	0
New Brunswick	0	0	1	2	0
Quebec	0	0	0	6	0
Yukon	0	0	0	1	0
Total	0	0	1	14	0

*Communities in which the Commissions held public hearings.

Altogether, the Commissions heard from 7,189 private citizens, associations, agencies, and interest groups. They received 430 written briefs, 290 of which were presented in person, 30 oral submissions, letters bearing 796 signatures, and petitions containing 5,933 signatures.

The members of the Commissions were struck by the diversity and number of the intervenors. Briefs, personal accounts, letters of support, and petitions were submitted by people of every age group, from high school students to senior citizens, and every level of schooling, from participants in literacy programs to university academics. Some were directly involved; this group included

students, college instructors and administrators, and employers seeking qualified bilingual personnel. Others addressed the Commissions on behalf of their community, an organization, an association, a union or a municipality.

The Commissions received every intervenor who requested an appearance. They showed flexibility in applying the rules concerning submissions. They visited every community where the number of requests for an appearance justified such a visit. In the rare instances where there was an insufficient number of requests, or where requests were received after the schedule for the hearings had been drawn up, the Commissions proposed alternatives. In their concern over fairness, they also made every effort to include all points of view in their reports. They accepted briefs and heard submissions in English as well as French, and responded to inquiries from the media in both languages.

CENTRAL/SOUTHWESTERN ONTARIO

LOCATION MAP

Léo Lavoie

Chapter I

AN OVERVIEW OF THE REGION

1.1 Region under study

For the purposes of this study, the region of central/southwestern Ontario includes all of the counties to the west of Hastings, Prince Edward, Lennox and Addington Counties and to the south of the Districts of Nipissing and Parry Sound. It covers approximately 70,500 square kilometres. It should be noted that this region is slightly different from the region described in the ACORD report.

1.2 Demographics

Central/southwestern Ontario is the most densely populated region in Canada. According to the 1986 census, this region had 7,135,664 inhabitants, 166,910 of whom were francophones. The francophone population is rather unevenly distributed in the sub-regions of Toronto, Oshawa, Simcoe, Windsor-Essex, Niagara-Hamilton, Kitchener-Waterloo, and London, as illustrated in Table III.

Table III

FRANCOPHONE POPULATION IN THE REGION UNDER STUDY

Sub-regions	Mother Tongue				
	French	French and English	French and Other	French English and Other	TOTAL
Toronto	44,580	16,740	1,815	5,800	68,955 *
Oshawa	8,895	3,195	100	275	12,465
Simcoe (county)	7,695	3,130	40	130	10,995
Windsor-Essex	21,155	9,405	185	590	31,335
Niagara-Hamilton	17,745	6,350	225	850	25,170
Kitchener-Waterloo	6,750	2,880	135	375	10,140
London	5,195	2,235	140	280	7,850
TOTAL	**112,015**	**43,935**	**2,640**	**8,300**	**166,910 ***

Source: Statistics Canada, 1986 Census.[1]

* Errors in calculation.

[1] ACORD, *French-Language College Services in the Regions of Central and Southwestern Ontario*, April 1989, Table I, p. 4.

The francophone population exceeds 1,000 in 23 communities. These communities, which are listed in the following table, account for approximately 72% of the total francophone population in the region.

Table IV

COMMUNITIES WITH OVER 1 000 RESIDENTS WHOSE MOTHER TONGUE IS FRENCH

Community	Francophone Population	Percentage of Total Population (%)
Barrie	1 180	2.4
Brampton	3,945	2.0
Brantford	1,255	1.6
Burlington	2,815	2.4
Cambridge	1,475	1.8
Chatham	1,650	3.9
Guelph	1,250	1.6
Hamilton	6,720	2.2
Kitchener	3,045	2.0
London	4,265	1.6
Markham	1,990	1.7
Mississauga	8,845	2.4
Niagara Falls	2,390	3.3
Oakville	2,015	2.3
Oshawa	3,980	3.2
Penetanguishene	1,500	26.9
Port Colborne	1,240	6.8
Sarnia	2,185	4.5
St. Catharines	4,110	3.3
Tecumseh	1,095	14.2
Metro Toronto	43,805	2.0
Welland	7,150	15.9
Windsor	11,590	6.0

Source: Statistics Canada, 1986 Census

1.3 Profile of francophone communities in the region under study

Despite the fact that the francophone population in central and southwestern Ontario is comparable in size to that of northern Ontario (167,000 compared to 169,000 in 1986), it represents only 2.4% of the total population, compared to 22% in northern Ontario. It also has different characteristics. The rate of assimilation is significantly higher than for the province as a whole; as a result, French-English language transfer is more likely to occur among Franco-Ontarians here.

Francophones have lived in this region, particularly in Windsor, Toronto, and Penetanguishene, since it was first colonized by France. However, a recent wave of immigration encouraged by Ontario's economic situation has brought large numbers of francophones from Quebec and the Maritimes, and from other countries. As a result, the francophone population has an ethnic diversity not found in other parts of the province.

The fact that the francophone population is proportionally very small explains, to a large extent, the rate of French-English language transfer, which has been estimated at 66%. In turn, assimilation explains a phenomenon frequently observed by researchers: the aging profile of the population. Because young people are more likely to become assimilated, there are proportionally fewer francophones in the lower age groups. Many people speak of the exodus of young francophones. In fact, this exodus is linguistic, rather than geographic.

Francophones in central Ontario are relatively well-educated; however, those in southwestern Ontario are under-educated. This is reflected in the disparity in illiteracy rates between the two sub-regions: 26.9% in central Ontario and 33.8% in Southwestern Ontario. It should be noted that the illiteracy rate for francophones is almost twice that of non-francophones.

Francophones are more likely than non-francophones to be employed in manual labour. They are also more likely to be unemployed.[2] Although it is not possible to establish a direct correlation between under-education and unemployment rates in this group, it is conceivable that under-education puts francophones at a disadvantage, socially and economically.

All of these elements, particularly the high rate of assimilation and the lack of socio-economic influence, have led to a loss of cultural identity within the francophone community in central and southwestern Ontario, which lives in the shadow of the English-language majority culture.

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[2] *Ibid.*, pp. 11-12.

Chapter II

THE ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY AND FRENCH-LANGUAGE EDUCATION

2.1 Historical overview

2.1.1 Creation of the colleges of applied arts and technology

The creation of the colleges of applied arts and technology was announced on May 25, 1965 by the introduction of a bill in the Ontario Legislature. In a policy statement made earlier, the then Premier John Robarts declared:

> The long-term solution to most of our problems obviously lies in education and training, in the fullest possible development and utilization of all of our human resources. We must prepare Canadian youth to enter the multitude of highly skilled jobs available today and the ever greater number which will arise in the future.
>
> Our true wealth resides in an educated citizenry; our shrewdest and most profitable investment rests in the education of our people.[3]

The Commissions heard this statement of principle time and time again during their consultations. In 1965, of course, it did not apply to French-language education. The elementary and secondary education system was far from having the maturity it has today. It was not until 1968, when French-language secondary schools were established, that a potential clientele for French-language college programs was created. Since then, other developments have underscored the need for French-language services at the college level. Two examples that come quickly to mind are the social and

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[3] John Robarts, *Statement in the Ontario Legislature*, February 23, 1965.

political developments leading up to the enactment of the *French Language Services Act* and the Mahé decision (1990), in which the Supreme Court of Canada recognized the right of francophones to govern their educational institutions under Section 23 of the *Canadian Charter of Rights and Freedoms*.

From 1965 to 1989, the college system expanded into a network of 22 colleges with 90 campuses, serving 55 Ontario communities, with a combined income of approximately $1.5 billion per year. This education network has an excellent reputation and has become one of the finest in the world, with approximately 113,000 full-time students and a part-time enrolment of 834,000 in 1989, according to the most recent figures of the Ministry of Colleges and Universities.

2.1.2 Introduction and development of French-language services in the colleges of applied arts and technology

French services in the colleges of applied arts and technology are not the result of a government decision. Rather, they seem to appear -- and to disappear -- depending on the individual circumstances and initiatives of each college. French services are officially recognized only after they are in place and then only for grant purposes. This explains their sporadic introduction, their disparity, and their vulnerability.

- In 1968, the board of governors of Algonquin College adopted a policy of institutional bilingualism.

- From 1971 to 1979, the Ministry of Colleges and Universities provided the colleges with financial support for their French-language initiatives. Algonquin College, Cambrian College, and St. Lawrence College used this funding to create bilingual and French-only programs. After 1979, three other colleges

received special grants for French-language post-secondary education. They are: Niagara College, Northern College, and St. Clair College.

- A 1976 study by a provincial community organization shed more light on the conditions under which French services were being offered. The same year, the Ontario Council of Regents developed a new policy with respect to French services in the community colleges.

- As early as 1978, the Council for Franco-Ontarian Affairs recommended in its third annual report the creation of a twenty-third college which would be a provincial, French-language college.

- In 1979, the Ministry of Colleges and Universities developed a new formula to provide additional funding to Algonquin, Cambrian, St. Lawrence, Northern, Canadore and Niagara Colleges for the delivery of French services.

- In 1983, the Ontario Council of Regents developed a new policy to more clearly define French-language college services. This policy defined bilingual programs and programs taught strictly in French.

- In 1987, the Ministry of Colleges and Universities announced additional funding to enhance French-language, college-level and university-level programs and the implementation of a five-year plan.

- In September 1988, the Ministry of Colleges and Universities hired the consulting firm, ACORD, to conduct a study on French-Language College Services in Central and Southwestern Ontario.

- In late 1988, following public forums, the Council for Franco-Ontarian Education published the fourth volume of its *Plan directeur*, or Master Plan, which contained 37 recommendations for French college services, including a recommendation for the creation of three French-language colleges in Ontario.

- In January 1989, the Government of Ontario and the Secretary of State signed a Memorandum of Agreement, committing $100 million to the creation of a college of applied arts and technology in eastern Ontario and the enhancement of French-language college services in northern Ontario and central/southwestern Ontario. This Memorandum of Agreement led to the creation of La Cité collégiale in eastern Ontario and advisory commissions in northern and central/southwestern Ontario.

- In April 1989, the Ministry of Colleges and Universities commissioned the consulting firm, ACORD, to conduct a study on French-language services in northern Ontario.

- In the spring of 1990, a committee of the Ontario Council of Regents with a mandate to study French-language college services (the Sixth Table of Vision 2000) recommended the creation of a network of three French-language colleges in Ontario.

- In April 1990, the Minister of Colleges and Universities appointed the members of the Advisory Commissions on French Language College Services in Northern Ontario and Central/Southwestern Ontario.

2.2 Current status of French services in community colleges in central and southwestern Ontario.

2.2.1 Community colleges in central and southwestern Ontario

Unlike the colleges in northern Ontario, those in central and southwestern Ontario serve a population that is concentrated in a much smaller area. As a result, there are many colleges: 15 of the province's 23 colleges are located in this region. Most of these institutions are large, both in terms of the number of students they attract and in terms of their facilities and budgets. A list of these colleges follows.

College	Administrative Centre
Centennial	Scarborough
Conestoga	Kitchener
Durham	Oshawa
Fanshawe	London
George Brown	Toronto
Georgian	Barrie
Humber	Etobicoke
Lambton	Sarnia
Loyalist	Belleville
Mohawk	Hamilton
Niagara	Welland
Seneca	North York
Sheridan	Oakville
Sir Sandford Fleming	Peterborough
St. Clair	Windsor

2.2.2 French Services

Contrasting with the abundance of English-language college services in the region, French-language services are virtually non-existent. In 1986, Niagara College offered three post-secondary bilingual

programs. Since then, the number has dropped to two programs, with only 20 francophones enroled.[4] Students who want to pursue their education either enrol in English-language programs or leave the region. They have a third option, however, which has far more serious consequences: not pursuing a post-secondary education at all. Low francophone enrolment suggests that many young francophones choose this option.

In the fall of 1987, 616 students whose mother tongue was French were enroled in colleges in central and southwestern Ontario. And yet, according to the authors of the ACORD report, if francophones enroled in the same proportion as anglophones (i.e., 8 out of every 1,000) total francophone enrolment would be between 1,300 and 1,400.

French-language adult education services in the colleges in central and southwestern Ontario are also woefully inadequate. In 1987-88, of the 72,776 training days provided in French in Ontario under the aegis of Employment and Immigration Canada, the colleges in central and southwestern Ontario accounted for only 5,382, a mere 7%. Yet, the francophone population in this region represents 30.7% of the francophone population of Ontario. From this we can conclude, as did the authors of the ACORD report, "that continuing education services for the francophone population in central and southwestern Ontario are relatively scarce, as are post-secondary education services".[5]

These deficiencies have many repercussions, as we shall see in the next chapter.

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[4]Georgian College also offers a bilingual program in automotive marketing without any special grants. This Canada-wide program has attracted a few francophones in Ontario.

[5]ACORD, *op. cit., p. 23.*

Chapter III

THE PROBLEMS ASSOCIATED WITH FRENCH COLLEGE SERVICES IN CENTRAL AND SOUTHWESTERN ONTARIO

The Commission received briefs, letters of support, and petitions and heard oral submissions on the issue of college services during its tour of major francophone centres in the region. All of the intervenors -- young people, adults and senior citizens, men and women, native Franco-Ontarians and francophones from other regions and countries, people with low literacy skills and academics -- unanimously called for the creation of an autonomous, French-language college.

Speaking as private citizens or on behalf on an organization or association, they deplored the almost total lack of French-language college services in their region and gave a long list of problems that this situation has created: assimilation, migration, high academic failure rates, high drop-out rates, unemployment, a sense of inferiority, and a loss of identity. These and many other problems were brought to the attention of the Commission. The message it received was clear: the status quo does not enable francophones to live prosperous, happy lives in central and southwestern Ontario. What follows are comments from various groups and individuals who appeared before the Commission.

3.1 The views of young people

The members of the Commission were surprised by the extent to which young people are aware that, in Ontario, learning French does not come either automatically or easily, and that in order to become truly bilingual, they must perfect their knowledge of French by attending French-language institutions.

> For the past eight years, we have been studying in French in order to be bilingual. We want to be bilingual so we can get better jobs, travel, communicate with more people, and speak both languages fluently. But if we stop studying French, we will have fewer opportunities to speak it and we will have problems expressing ourselves. After a few years, we will have forgotten much of what we have learned. If we stop after secondary school, we will haye spent 15 years learning French for nothing. (MS 073)[6]

Comments such as these were made by Grade 8 students who are already worried about assimilation and the lack of French-language post-secondary services and who want to be bilingual. In this, they are representative of the entire francophone population of central and southwestern Ontario.

Secondary school students talked about the options of secondary school graduates.

> The choices at Niagara College limit a student's options because it only offers three programs, all of which are bilingual. Our second option, studying at an English-language college, inevitably reinforces the tendency among young francophones in the region to become assimilated. Our final option, moving to eastern Ontario to study in French, poses a number of problems. (MS 082)

One might conclude that if there are so few services, it is because there is not enough demand for them; however, it is a well-known fact that in a minority context, supply must precede demand.

> Francophones who attend college are realistic about their options. But in so doing, they end up contributing to the "demand" for existing English-language programs, rather than non-existent French-language programs. As soon as French-language programs are offered on an active, ongoing basis, they enrol in large numbers. This has been demonstrated time and time again. Where

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[6]References to briefs and oral submissions are listed in Appendix I as Southern Briefs (MS) and Provincial Briefs (MP).

> francophones are concerned -- and the same can be said of anglophones -- supply creates demand and not the other way around. The francophone community has been caught in a vicious circle for twenty years, one which the government has encouraged. (MS 071)

These comments were made by a young woman speaking on behalf of the 210,000 students who are members of the Ontario Federation of Students. After addressing the Commission, she asked members of the audience for their comments. One by one, representatives of the Federation from a dozen Ontario universities came forward to add to her comments, mostly in English. By a happy coincidence, the Federation was meeting in Windsor on the same day that the Commission was holding its hearings. It was a moving demonstration of student solidarity on the part of an organization whose membership is 96% anglophone. The president of one university student association summed up the general feeling:

> I strongly believe that the creation of more francophone colleges would not only address the cultural needs of Franco-Ontarians but also provide the inspiration for Franco-Ontarians to pursue a post-secondary education. (MS 071)

The lack of French-language courses and programs contributes to high drop-out rates and migration among young Franco-Ontarians, as is evident in this submission by students at l'École secondaire Étienne-Brûlé.

> Students have expressed strong fears that they will be unable to make the transition from French to English at the post-secondary level. Because of this, they either leave school or leave the region to study in French elsewhere. (MS 069)

For some students, this fear is so strong that they enrol in English-language schools as early as the elementary or secondary level. While they avoid the transition to post-secondary education, they do not avoid assimilation. Statistics indicate

that the assimilation rate in central and southwestern Ontario is close to 66%.[7]

The low proportion of young francophones in the region, which has often been pointed out in studies, suggests that more young people become assimilated. Thus, it is not enough to create French-language elementary and secondary schools if young francophones avoid them due to the lack of continuity at the post-secondary level.

For the Ontario Federation of Students, the only solution is a homogeneous French-language college.

> The message from francophone and anglophone students in Ontario is clear: 20 years of spending on bilingual institutions with no clear policy or strategy is the biggest waste of public money we have ever seen. (MS 071)

3.2 The views of parents and other adults

The first concern that parents raised was the educational future of their children. In Welland, a representative of the parent-teacher association stated:

> We are happy that the Cité collégiale has been established in Ottawa and we believe that this is the beginning of a French-language college network in Ontario. We want our own college in southern Ontario so that we can educate our young people and keep them in the region. (MS 062)

A representative of the same association in London echoed these sentiments:

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[7] D. Savas, *Profile of the Franco-Ontarian Community*, Office of Francophone Affairs of Ontario, 1988, Volume 1, p. 27.

> We realise that elementary education is but one link in a chain. Secondary education is the second link, but the chain is not complete without post-secondary education. The lack of French-language college services in our region presents obstacles for our young people and weakens the link at the secondary level. (MS 053)

A number of intervenors explained the weakening of the education link at the secondary level by stating that students often decide not to attend a French-language secondary school because it is a dead end: there are no French-language colleges or universities in the region. Another parent explains:

> Realizing that their children will have to transfer to the English-language system after Grade 12 or 13, many parents choose an English-language secondary school, thinking that this will increase their children's chances of success at the post-secondary level. Thus, not only does the lack of a French-language college contribute to the assimilation of young francophones, it contributes to lower enrolment in French-language secondary institutions. (MS 109)

3.3 The views of community elders

An impressive number of older people appeared before the Commission to present their views on French-language college education.

> When we talk about assimilation, we don't need to look at the statistics to know it exists. We know there is a high rate of assimilation in our region because we see it every day in our own families. (MS 055)

> The Régionale des aînés francophones (Windsor) is worried not just about assimilation, but about the high illiteracy rate and low levels of education of the francophone population. (MS 017)

Speaking about the establishment of a homogeneous French-language college, a representative of a senior citizens' group in Penetanguishene had this to say:

> Le club 50 et plus is wholeheartedly in favour of such a college. We should have had one a long time ago so that we could offer a college education to our children. (MS 041)

3.4 The views of employers

In its brief on the need for a French-language college structure in Ontario, entitled *La nécessité d'une structure collégiale francophone en Ontario,* the Association des juristes d'expression française de l'Ontario stressed that access to the justice system in French depended on the availability of support staff and officials who were competent in both languages. Paralegal positions require skills that are often taught at a community college. Thus, legislation guaranteeing access to the legal system in French is meaningless unless those who work in the system are able to express themselves in French. In spite of the *French Language Services Act,*

> ...it is impossible to conduct court proceedings in French if the clerks of the court cannot function in French. (MP 020)

This is true of other areas as well, as the following excerpts indicate.

> Francophone child care centres throughout Ontario are faced with a shortage of qualified staff. (MS 063)

> With the enactment in Ontario of the *French Language Services Act* (1986) and provision by the Ministry of Health to make available French health care services, it has become obvious that a great scarcity of trained French-speaking professionals now exists and will continue to be experienced throughout the province of Ontario. (MS 015)

> ...we see a glaring lack of professionals in health services, social services, community services, the

> business sector, management, communications, and the list goes on. (MS 014)

Employers -- and not just French-speaking employers -- agree with students and their parents that there is a need for French-language educational services.

> ...the most logical and more permanent solution to the lack of qualified bilingual health care professionals is to make available for French students the necessary courses in French locally.... It is therefore considered of some urgency that the Ministry of Colleges and Universities make provision for such educational institutions in Central and Southwestern Ontario. (MS 105)

3.5 The views of researchers and educators

The Centre de recherches en éducation franco-ontarienne maintains that where the delivery of services in a minority context is concerned, supply creates demand and not the reverse:

> When we look at the "talent pool" of the Franco-Ontarian population, we realise that Franco-Ontarians are half as likely to obtain a college education as their non-francophone counterparts. (MS 024)

Some describe the situation in stronger terms, stating that "Franco-Ontarians do not have the same rights as other citizens with respect to post-secondary education".[8]

Studies on this subject agree that French-language schools are one line of defense against catastrophic assimilation rates in central and southwestern Ontario. And yet, the absence of French-language post-secondary institutions also takes away from the impact of

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[8] Stacy Churchill, Saeed Quazi, and Normand Frenette, *Education and Franco-Ontarian Needs: The diagnosis of an Educational System*, Volume 2 (Highlights), 1985, p.4.

French-language institutions at lower levels. Can it be said that French-language secondary schools simply postpone the time when young francophones must speak English all the time? Do they unwittingly contribute to massive drop-out rates after secondary school? Many believe that this is the case.

> Secondary school students either drop out of school too soon or transfer to English-language schools which contribute to assimilation. Because French-language post-secondary programs are virtually non-existent, they find themselves at a disadvantage in a labour market which, increasingly, demands special skills. Before long, these young people are unemployed. (MS 025)

It gets even worse. The lack of post-secondary programs is partially to blame for low enrolment in the French-language secondary schools because francophones who know that there are no opportunities to study in French at the post-secondary level see no point in preparing themselves for this eventuality. Many drop their educational, linguistic, and cultural affiliations to French. But the research has also shown that adults who are products of the same system and, therefore, under-educated, have no means of retraining themselves or improving their situation. Researchers have concluded that:

> ... these problems are beyond the scope of the existing institutions. Changes are necessary to both the structure and the modes of functioning of the colleges in order to bring them into line with the objective of providing Franco-Ontarians with equal opportunities where education is concerned. (MS 024)

3.6 The views of instructors and administrators at the existing colleges

The Association des professeurs francophones des collèges ontariens believes that the lack of college services encourages students to drop out not only academically, but socially.

> The educational needs of francophones in this region are not being met, perhaps because of distances which make courses and programs inaccessible, perhaps because of the lack of variety of programs, which need to be adapted to the specific needs of each community. What is alarming, however, is that francophones stop trying to educate themselves in French. The result is a setback (perhaps even a deterioration) in the language and personal and professional aspirations of francophones, and consequently, their standard of living. (MS 028)

A former dean of human resources and student affairs at a college of applied arts and technology explained the problem in these terms:

> College students face problems of transition, integration, and adaptation even when there is only one language involved. The transition from secondary school to college creates what could be called autonomy shock. Suddenly, students have the freedom to decide their own future. Add to this the shock of a different language and culture which many Franco-Ontarians experience and you have the main reasons why many are not interested in a college education and why so many others do poorly or drop out. College courses often teach abstract concepts, theoretical notions, and hypotheses that make constant demands on the students' intellectual aptitudes, particularly their analytical skills, critical judgement, and ability to think logically. When this complex learning process does not take place in an appropriate cultural and linguistic context that provides the necessary pedagogical support and environment, francophones are denied equal opportunities and chances of success. (MP 014)

St. Clair College's French-language advisory committee recommended the creation of a homogeneous college:

> In the past five years, we have taken one step forward, by obtaining an optional course in French, and two steps backward, when this course was cancelled the following year due to a lack of funding and insufficient enrolment. (MS 087)

A spokesperson for college instructors asked the following question:

> What are the choices for the many francophones from Windsor, Hamilton, Welland, and Toronto? Niagara College and its two bilingual programs? It is absurd! (MP 003)

Francophones in central and southwestern Ontario who work at the colleges agree with other members of the community who describe this situation as untenable and are calling for change.

3.7 The views of francophones of various ethnic origins

The Commission met with many associations representing francophones from a variety of ethnic backgrounds. All supported the creation of the college institution that native Franco-Ontarians were calling for.

> We fully support the arguments that have been put forward for giving the francophones of this province their own schools and their own educational institutions. (MP 017)

However, these communities have expressed concern over their integration into French-speaking Ontario.

> Post-secondary education must allow us to become integrated, without becoming assimilated, into a Franco-Ontarian society which has a rich heritage, made richer by new contributions. (MS 125)

We believe that the structures and mission of a French-language college must take into account the aspirations of francophones of all ethnic origins.

3.8 Conclusion

The francophone community in central and southwestern Ontario is unanimous in calling for major changes. The lack of French-language college courses and services has consequences that are even more devastating than in other parts of the province: double the assimilation rate, high drop-out rates, and low francophone enrolment in post-secondary education. Francophones also deplore the lack of opportunities for adults to receive academic upgrading or retraining. Throughout the hearings, intervenors linked the lack of socio-economic status and the loss of cultural identity to the lack of French-language post-secondary institutions. They stressed that francophones want to play a more active role in the economic life of the province, but cannot do so until they have access to the educational resources which will equip them with the required tools.

In the next chapter, we shall explore possible solutions to the problems we have just described.

Chapter IV

THE SOLUTIONS

4.1 Objectives

Our consultations enabled us to identify the objectives that the Franco-Ontarian community is pursuing for college services. We then used these objectives as criteria for analyzing various options. These objectives are: the introduction of French-language college services, self-governance, a French-language living environment, and the integration of adults and ethno-cultural minorities.

4.1.1 The introduction of French-language college services

The chief criticism levelled against the current system is the absence of French-language college services in central and southwestern Ontario. This is true of post-secondary as well as adult education. Thus, the first aim of any solution must be to introduce these services.

The intervenors felt very strongly that French-language college services must be made accessible to the greatest possible number of people and that they must be of high quality. Otherwise, francophones in central and southwestern Ontario may continue to enrol in English-language colleges or to drop out in large numbers after secondary school.

4.1.2 Self-governance

The overwhelming majority of intervenors in the region stressed the need for governance by and for francophones. Many different reasons were given. First, common sense dictates that if management of French-language services by the English-language

colleges has not produced good results, other solutions must be found.

In practical terms, francophones are better able to understand their community and respond to its needs and aspirations. In addition, the experience of the elementary and secondary schools has shown that better results are achieved in homogeneous schools than in mixed schools.

In legal terms, the Mahé judgment on school governance points the way for post-secondary education.

Eastern Ontario has already obtained a self-governed, French-language college. Northern Ontario wants its own self-governed, French-language college. The lack of such an institution in central and southwestern Ontario would give francophones here the feeling that they are disadvantaged, when their only fault is living in a more densely-populated region.

4.1.3 French living milieu

If a French milieu is important in eastern Ontario and northern Ontario, it is all the more important in central and southwestern Ontario where francophones represent only 2.4% of the total population and where two francophones in three lose the ability to speak French. For the great majority of francophones in central and southwestern Ontario, balanced bilingualism represents the ideal situation. Because the predominance of English threatens this balance, they look to their institutions for compensating factors.

The most favourable living environment is one in which the greatest number of activities can be carried out in French. Selection of a site for permanent facilities should take this into account.

> This college must not be swallowed up in an English-language environment like Toronto. It must be in a location where our young people can breathe in French. (MS 042)

4.1.4 The integration of adults and ethnic minorities

The needs of the adult population should not be underestimated. While the statistics that we examined indicate that the number of young francophones who are likely to enrol at a French-language post-secondary institution is lower than in northern or eastern Ontario, the adult population is comparable in size and growing more rapidly than in other parts of the province. A French-language college in central and southwestern Ontario should anticipate that, at least initially, its adult clientele will be proportionally larger than that of the English-language colleges in central and southwestern Ontario or French-language colleges in other regions.

This college should also take into account another characteristic of the francophone population of the region: its ethnic diversity. Submissions by ethnic and multicultural groups convinced us that they want to maintain their ability to speak French and support the creation of a French-language college. However, every effort should be made to serve these groups without trying to assimilate them culturally.

> We would also like to stress how important it is not to neglect the multicultural dimension, for this is a source of pride, originality, and enrichment for our Canadian, Ontarian, and Franco-Ontarian societies. (MP 017)

4.2 Analysis of the options

The intervenors unanimously rejected the status quo which bears no relation to their aspirations and satisfies none of their basic needs.

The Commission ruled out the status quo as a possible option and, in the light of the criteria defined in the section above, explored the three models submitted for its consideration. They are the models put forward in the ACORD report: delegation, designation, and creation.

4.2.1 Delegation

The delegation model provides for the creation of a homogeneous structure for the management of services in central and southwestern Ontario, affiliated with a French-language college outside the region. The francophone community did not express any interest in this model. While it represents an improvement over the status quo where governance is concerned, it does not guarantee a French-language living environment conducive to learning. The general consensus is that this model would lead not to the establishment of a main campus, but only to education centres. It could be more beneficial for adult education than for increasing post-secondary programs. As such, it would offer only a partial solution to the shortage of French-language college services in central and southwestern Ontario. Young francophones travel to eastern or northern Ontario now to receive an education in French. There is every indication that, if the delegation model were adopted, this situation would not change.

The delegation model does not give francophones full and complete governance of college services. Yet, many intervenors pointed out that a community college must have strong ties with the community it serves. A "branch plant operation", controlled from outside the

region, would have great difficulty playing the social development role which the community would expect of it. It would be limited to a reactive, rather than a genuinely active, role in social development.

In spite of the advantages of this model as presented in the ACORD report, notably ease of introduction and relatively low cost, the community of central and southwestern Ontario believes that it is a compromise and has found it to be unacceptable.

4.2.2 Designation

The *French Language Services Act* provides for the delivery of French-language college services through the formal designation of a body such as a college of applied arts and technology. The Ontario French-Language Services Commission has developed the conditions for designation:

1. The institution must have a French-language services plan which ensures:

    a) permanent and quality services;
    b) adequate access;
    c) francophone representation in the administration;
    d) francophone representation in management;
    e) accountability for the college's executive.

2. The institution must satisfy the designation requirements on the date of designation.

3. If designation is being granted to a college of applied arts and technology, the college must also have:

    a) francophone members on its board of governors in a proportion equal to the proportion of francophone

students enroled at the college with the power to make decisions on all aspects of French-language programs and services, on the understanding that there will be a minimum of five francophone members at all times;

b) a French-language college Council.

A discussion paper produced in the fall of 1987 for the College Task Force on the Implementation of the *French Language Services Act* proposed guidelines which could be applied to the designation of a college.

The ACORD study suggested Niagara College, St. Clair College, Georgian College, and a college located in Toronto for designation. However, since their creation, none of the colleges in southern Ontario have established adequate post-secondary programs in French nor have modified their structure in order to meet the conditions of designation. In fact, we noted that francophones were unwilling to work in a mixed college under the structure that these conditions described. A half-measure such as this would create two institutions in constant conflict with one another. The francophone community has unanimously rejected designation.

Let us consider the case of Niagara College through these comments by two intervenors.

> What few French-language services are offered at Niagara College no longer meet the needs of the francophone clientele. (MS 062)

> Niagara College has not adequately fulfilled its mandate of providing French-language courses. Both their quality and their quantity leave something to be desired. In recent years, the number of French-language courses offered has actually diminished. Furthermore, Niagara has not succeeded in interesting the local clientele in its programs. (MS 035)

Francophones do not trust the existing colleges. Whenever intervenors were asked the conditions under which they would support the designation of an existing college, the response was always, "Under no condition. Designation is out of the question."

It is not a given that the existing colleges would accept, or even be in a position to accept, designation. In its submission to the Commission, the board of governors of Niagara College stated:

> It is evident that the Board of governors cannot meet the demanding criteria stated in this document.[9] (MS 065)

However, it went on to renew its commitment to the francophone population and to offer its full cooperation in the event that a homogeneous French-language college is established, notably by transferring the two bilingual programs it currently offers.

It can be concluded that, like the francophone community, the existing colleges are not in favour of the designation model.

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[9]The document referred to, *"Conditions for Designating a Transfer Payment Agency"*, was produced as a result of Bill 8.

4.2.3 The creation of a homogeneous, French-language college in central/southwestern Ontario

The Commission firmly believes that the creation model has the unanimous support of the francophone community of central and southwestern Ontario. Of the 2,111 briefs, oral submissions, letters, and signatures on petitions received by the Commission, not one rejected the creation model. Many anglophones voiced their support for this model, as did eight minority language groups in other provinces, including Alliance Québec. In its submission to the Commission, the New Democratic Party of Ontario also voiced its support for the creation of a French-language college. Support was also received from representatives of the education field as well as local, provincial and federal politicians.

Of the 16 colleges that responded to the Commissions' invitation, all indicated their support for the principle of enhancing French-language services. All offered their cooperation in the event that a French-language college is established. Some even stated that the creation of a French-langauge college was the only viable option.

Of all of the models, the creation model appears to be the one most likely to achieve the objectives that the Franco-Ontarian community is pursuing. Because services at the post-secondary level are virtually non-existent, a new institution with the right mandate would be best able to introduce them. The same is true for skills training. We concluded that adult education services are being provided on a piecemeal basis. Grouping these services together would give them new cohesiveness and increase both their quality and quantity. We believe, and the members of the francophone community with whom we talked also believe, that a homogeneous college would be able to introduce and deliver services more effectively than one or more of the existing colleges either in the

region or elsewhere. We agree with the authors of the ACORD report who concluded that:

> The creation model would appear to be the most efficient one in terms of perceiving, understanding, and acting upon the needs of the student population and employers (either those who are francophone or those in search of bilingual employees).[10]

The creation of a homogeneous French-language college would also achieve the second objective, i.e., self-governance. Once again, the intervenors were, for all intents and purposes, unanimous: designation and delegation are simply watered-down versions of co-management which cannot adequately or equitably serve the interests of the francophone community.

If there is one model that is capable of creating a favourable living environment for francophones, it is the creation model. The comparison most often drawn by the intervenors was the French-language elementary and secondary schools on the one hand, and the mixed schools on the other. Because the living environment is largely a function of a single, cohesive mandate and linguistic homogeneity, it would appear that only a French-language college is capable of creating the living environment that francophones want. This idea was conveyed to us repeatedly during the course of our consultations.

The existing colleges have not succeeded in reaching out to the adult clientele. We heard, for example, that one of the colleges "does not reach out to adults" and that another "is not responsive". In our estimation, one of the reasons for this is that the existing colleges and their adult clientele do not speak the same language. We were often surprised that adults knew so little about existing services. They firmly believe that the

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[10] ACORD, *op. cit.*, p. 77.

colleges are not there to serve them. In order to reach this clientele, a college must speak its language and work through existing networks such as French-language schools, parish organizations, cultural centres, and other service groups.

A college whose staff members are also members of the community is more likely to be aware of and use these channels. Above all, it is more likely to offer and promote courses and services that are appropriate for the francophone community.

The creation model favoured in the ACORD study has the overwhelming support of the Franco-Ontarian community. In addition, it is the model most likely to meet all of the objectives. Consequently, it is the model recommended by the Commission.

Our consultations convinced us that the need for such a college was not only genuine, but urgent. We believe that it should begin offering its services in September, 1992.

We do not want to narrow the focus by proposing an elaborate delivery model at this point in time. We do feel, however, that campuses should be established in each of four centres having a large francophone population: Penetanguishene-Barrie, Toronto, Niagara-St.Catharines-Welland, and Windsor. Education centres, particularly for adult education, should be established elsewhere in the region on the basis of local need. In central and southwestern Ontario, cooperation with other francophone institutions and organizations and with existing English-language colleges and French-language colleges in other regions would no doubt be a good idea. This could take the form of purchases of services, shared facilities and resources, and joint ventures.

A great variety of delivery models should be implemented in order to increase accessibility. Through technology and distance education, services must be made available to the greatest possible

number of francophone communities, particularly where adult education is concerned. The college should be innovative in its approach. It should have a flexible structure so that it can tap into existing French-language networks to create partnerships with business, industry, cultural centres, health care centres, literacy centres, child care centres, French-language schools, and so forth. If it is to attract francophone clients, it must also strive for excellence. It must become an instigator for social development within these communities.

The new college's board of governors should have francophone representatives of all parts of the region. It should include francophones from other ethnic backgrounds, students, faculty, administrative and support staff.

Since one of the objectives is to open this college in September, 1992, it would appear from the experience of La Cité collégiale that the board of governors should be appointed not later than February, 1991.

The catchment area for this college would exclude Hastings County, Prince Edward County and Lennox and Addington County which would be more adequately served by La Cité collégiale.

Chapter V

IMPACT OF THE CREATION OF A FRENCH-LANGUAGE COLLEGE IN CENTRAL/SOUTHWESTERN ONTARIO

5.1 Impact on the existing colleges

For the existing colleges, the creation of a French-language college would mean a redefinition of their role. It could also have financial repercussions.

5.1.1 Redefining their role

In a report released recently, the Premier's Council praised Ontario's community colleges with one reservation:

> ...few of our colleges would be considered world centres of excellence in any field. The Premier's Council therefore recommends the development of centres of specialization.[11]

A French-language college would specialize in the delivery of French-language services to ensure that in learning a skill (journalism, for example), its graduates did not lose another skill (the ability to express themselves in French). As we have seen, there are many opportunities for workers who combine two such skills.

However, in order for a new college to play the role that the community expects it to play, it must have a clear, exclusive mandate. In other words, it must have sole responsibility for the

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[11]Premier's Council. *People and Skills in the Global Economy*. Report in Brief, 1990, p. 8.

delivery of French-language services throughout the region of central and southwestern Ontario.

In real terms, limiting the mandate of the existing colleges to the delivery of English-language services would not require major changes. Niagara would be the only college affected. Its two bilingual programs could simply be transferred to the new college. Georgian College's automotive marketing program should be transferred to the new college, but could continue to be offered in Barrie through a purchase of services from Georgian College. As there are virtually no other post-secondary programs or apprenticeship programs in the region, a redefinition of the mandate of the region's existing colleges would change very little, except in the area of adult education and skills training where George Brown College's involvement deserves mention.

5.1.2 Financial impact

For the existing colleges, the financial repercussions of the creation of a new college would be minimal. In all, 616 students of French mother-tongue were enroled in the colleges in central and southwestern Ontario in the fall of 1987. Even if they all enroled at the new college, this would not produce a substantial drop in enrolment at any of the 15 colleges. Consequently, the regular grants which these colleges receive would not be significantly affected.

The same is true for French-language adult education, which is not a significant element of the budget of any of the existing colleges.

The financial impact on the existing colleges of the creation of a French-language college in central and southwestern Ontario would therefore be negligible.

5.2 Impact on the college system as a whole

The Commission does not have all of the information it would need to accurately determine the cost of establishing a French-language college in the region. However, it would like to submit for consideration a number of points that were brought to its attention.

The government has already recognized that there are additional costs attached to providing French-language instruction in a minority setting. It should therefore make funding available for this purpose. The Ministry should also establish both geographical and economies of scale factors for the new college. To ensure that the new institution offers a range of programs and services of high quality, provision must be made for program development costs, start-up costs, leasehold improvements, and the cost of renting accommodations as well as purchasing materials and equipment.

We asked the Ministry to provide an estimate of the cost of establishing a French-language college and operating it for the first five years. This information is provided in Appendix VI.

It should be noted that the projected operating costs per francophone student (Appendix VI) are lower than current operating grants per francophone student (Appendix VII).

The one-time establishment costs are justified by the fact that francophones are entitled to their fair share. In spite of the fact that they have contributed to the establishment of the 15 existing colleges, they have not derived the same benefits, since their enrolment has been proportionally less than half that of non-francophones.

The establishment of an autonomous French-language college would be a shrewd and profitable investment for the province. It would

provide an entire segment of the population with improved access to education and training, and increased chances of success, two of the directions for change proposed in *Vision 2000*:

> ...improving accessibility and opportunities for success for a diverse range of learners, particularly those least well-served in the past.[12]

Rather than asking ourselves what it would cost to educate francophones in their own language, we should perhaps ask what it would cost not to educate them.

This question takes on greater importance when we consider that according to the report released recently by the Premier's Council, Ontario faces a skills crisis. The report asks where Ontario will find well-trained people.[13] Our response is that there is a large reservoir of francophones just waiting for better access to training. It is high time that education was considered an investment, rather than a mere expense.

5.3 Impact on the francophone community in central/southwestern Ontario

The consultation process provided us with an opportunity to observe that the francophone community of central/southwestern Ontario wants to play a more active role in the cultural, social, and economic life of the province. Despite its small size in relation to the general population and despite the almost insurmountable problem of assimilation, it still wants to assume its rightful place in society.

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[12] Ontario Council of Regents, *Vision 2000. Summary*. 1990, p. 2.

[13] Premier's Council, *op. cit.*, p. 3.

The establishment of French-language elementary and secondary schools has given new life to this community which has felt its life force drain away. Many weaknesses remain, however, not the least of which is the lack of post-secondary institutions in the region.

We are convinced that a French-language community college in central/southwestern Ontario would help to complete the establishment of French-language elementary and secondary schools, increase the positive impact of the *French Language Services Act*, and breathe new life into the community. The following quotation is representative of all of the comments we heard on this subject:

> French-language college services are of crucial importance to the francophone population of our region. At the present time, we have no means of pursuing a college education in French without moving at least 400 kilometres away. Central and southwestern Ontario represent a strong attraction for many francophones. It is important not to wait until other regions enjoy complete college-level services before meeting the needs of this region in which 30.7% of the province's native French-speakers live.
>
> Because of high assimilation rates, the need for retraining programs for our adults, the migration of our young people to other regions, and the drop in the existing level of service which is already woefully inadequate, the situation has become <u>urgent</u>. The <u>galloping rate of assimilation</u> in our region makes our situation critical. We need institutions capable of transmitting our culture, otherwise the rate of assimilation for the 2.4% of the population that we represent will continue to increase because of the attraction that the majority culture holds for our young people and for those who have recently moved to the region from other provinces and countries. (MS 095)

Chapter VI

RECOMMENDATIONS

- Whereas the 1989 ACORD *Report on French-Language College Services in the Regions of Central and Southwestern Ontario* favours the creation model,

- Whereas we have concluded from our consultations that the francophone community is unanimous that this model is the only acceptable model,

- Whereas the existing colleges support this model,

- Whereas this model has been adopted by the Government of Ontario in eastern Ontario,

- Whereas this model has been recommended by the Advisory Commission on French Language College Services in Northern Ontario,

- Whereas it appears that this model will be best able to enhance French-language college services in central and southwestern Ontario, we recommend:

RECOMMENDATION 1

That a French-language college be created to serve central and southwestern Ontario as of September, 1992.

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- Whereas the intervenors have recommended francophone governance for this college,

- Whereas we feel that francophone governance is essential to the achievement of this college's objectives,

- Whereas the principle of francophone governance has been recognized by the Government of Ontario at the elementary and secondary level and, in the case of the Cité collégiale, at the college level,

- Whereas the principle of governance at the college level by minority groups has been recognized in Quebec, New Brunswick, and Manitoba, we recommend:

RECOMMENDATION 2

That a board of governors with responsibility for the creation of the French-language college in central and southwestern Ontario be appointed no later than February, 1991.

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- Whereas there is a need to maximize the effectiveness of programs, services, and the use of public funds,

- Whereas it is important to prevent unhealthy competition,

- Whereas it is important to ensure the viability of the programs and services offered by the new college, we recommend:

RECOMMENDATION 3

That the French-language college in central/southwestern Ontario be given an exclusive mandate for French-language programs and services in its catchment area.

RECOMMENDATION 4

That the board of governors of the French-language college in central/southwestern Ontario be given a mandate to define the mission of the college, to negotiate the transfer of French-language courses, programs, and services from the existing colleges, and to establish French-language campuses, programs, courses, and services in its catchment area.

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Whereas the new college should not only ensure that existing services and programs continue to be offered, but also create new services and programs,

- Whereas current funding for the colleges is based on enrolment in previous years,

- Whereas the new college will have to create facilities in order to carry out its mission, we recommend:

RECOMMENDATION 5

That special funding be granted to the new French-language college in central/southwestern Ontario to cover start-up costs, program development, and capital costs.

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- Whereas a French-language college has been created in eastern Ontario and a French-language college may be created in northern Ontario,

- Whereas there is a need for province-wide coordination and promotion of French-language programs,

- Whereas the need for such a body was frequently and clearly expressed during our consultations,

- Whereas the creation of such a body has been recommended by the Council for Franco-Ontarian Education, we recommend:

RECOMMENDATION 6

That a Provincial Council on French-language College Services, reporting to the Minister of Colleges and Universities, be created.

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Whereas the creation of a new college could affect the employment of some members of the staff of the existing colleges, we recommend:

RECOMMENDATION 7

That job security be granted to all members of the staff of the existing colleges who are affected by the establishment of a French-language college.

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GENERAL CONCLUSION

One fact emerges clearly from the report of the Premier's Council entitled, *People and Skills in the New Global Economy*. Ontario is lagging behind other countries in the industrialized world in training its labour force. During our consultations, we observed the extent to which francophones in Ontario lag behind the province's anglophone population. For example, we learned that in 1989-90, the only apprenticeship program offered in French in the entire province was the Lather program at Algonquin College. Are we to conclude from this that in a population of over half a million, all young people aspire to become lathers?

The francophone community in central/southwestern Ontario is at an even greater disadvantage than the communities in northern or eastern Ontario; because of its small size in relation to the general population, assimilation rates are higher.

A tremendous restoration and recovery effort is needed. This cannot be done on a local or regional level alone; it must be a provincial undertaking. The francophone population of Ontario impatiently awaits the creation of a true French-language education system providing services from the kindergarten level (and even daycare) to the university level. Francophones want excellence and accessibility. They envision a network of French-language colleges and, within this network, a college for central and southwestern Ontario.

Increasingly, the right of francophones to equal opportunity and the management of French-language institutions is being recognized. The *French Language Services Act* and the Mahé decision bear testimony to this approach. What the francophone community needs and wants are tools to better itself. Progress has been made. The creation of La Cité collégiale has been heralded as a major step

forward. Other steps must now be taken. It is our hope that our small contribution in this direction will help to build a more just and equitable society for the benefit of the francophone community and the province as a whole.

BIBLIOGRAPHY

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Benoît Cazabon, *Contribution de l'institution collégiale au développement de la communauté francophone du Nord*, discussion paper, April 1989.

Stacy Churchill, Saeed Quazi, and Normand Frenette, *Education and Franco-Ontarian Needs: The Diagnosis of an Educational System*. Toronto: Council for Franco-Ontarian Education, Volumes 1 and 2, 1985.

René Guindon et al., *Les francophones tels qu'ils sont. Regard sur le monde du travail franco-ontarien*, Association canadienne-française de l'Ontario, 1985.

Simon Laflamme and Donald Dennie, *L'Ambition démesurée*, Sudbury: Prise de parole, 1990.

Premier's Council, *Competing in the New Global Economy*, Volume 1, Government of Ontario, 1988.

Premier's Council, *People and Skills in the New Global Economy*, Government of Ontario, 1990.

Daniel Savas, *Profile of the Franco-Ontarian Community*, Office of Francophone Affairs, Government of Ontario, 1988.

Ontario Council of Regents, *Vision 2000: Quality and Opportunity*, Ontario Ministry of Colleges and Universities, 1990.

Appendix 1

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 001	Centre culturel Tournesol Windsor/Essex	Mireille Whissel	X	X	Windsor
MS 002	Association canadienne-française de l'Ontario - conseil régional Oshawa-Peterborough	----------	X		Oshawa
MS 003	Le Club Richelieu Toronto Inc.	Marcel Bard	X	X	Willowdale
MS 004	Section de langue française - Conseil des écoles séparées catholiques du comté d'Essex	Aurèle Bénéteau	X	X	Windsor
MS 005	La section de langue française du Conseil des écoles catholiques du Grand Toronto	Charles E.Arsenault	X		Toronto
		Paul S. Rouleau	X		
		Jean-Guy St-Yves	X	X	
		Pierre Bourgeois		X	
MS 006	Association des étudiants de l'École secondaire catholique Monseigneur-de-Charbonnel	Charline Beaulieu	X		Willowdale
		Julie Bélanger	X		
		Alexandre Ciacci	X		
		Bruno Di Lalla	X	X	
		Nicole Frenette	X		
		Julie Gingras	X		
		Michelle Small	X	X	
MS 007	Association maghrébine franco-ontarienne (AMAFO)	Emna Dhahak	X	X	Toronto
MS 008	TV Ontario	Ross Mayot	X		Toronto
MS 009	École St-Jean Baptiste	Claude Dinel	X		Mississauga
	École René-Lamoureux	Guy Mutchmore	X		
	École St-Jeanne-d'Arc	Roger Vallières	X		
MS 010	Association des enseignantes et des enseignants franco-ontariens. Unités regroupées de Dufferin et Peel - Palier secondaire	Diane Beaudry	X	X	Dufferin - Peel

B = written briefs
P = oral presentations

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 011	Alpha Toronto	Micheline St-Cyr André Thouin	X	X	Toronto
MS 012	La Société des écrivains canadiens	Lucienne Lovstead Micheline St-Cyr	X	X	Toronto
MS 013	Association marocaine de l'Ontario	Ali Naachar	X	X	Toronto
MS 014	Réseau ontarien des services de garde francophones	Julie Clément Claire P. McCullogh	X X	X	Mississauga
MS 015	Centre culturel St-Cyr de Pointe-aux-Roches	Ursule Leboeuf	X	X	Windsor
MS 016	Direction-Jeunesse, Région du sud	Luc Comeau Claude Couillard	X	X X	Toronto
MS 017	La régionale des aînés francophones du sud-ouest	Claire Beaulne Jérémie Beaulne	X	X X	Windsor
MS 019	Dames auxiliaires des chevaliers de Colomb Conseil St-Jérôme # 8682	Pauline Bisson G. Charlebois Rolande Chauvin Anna Duguay Lorraine Duguay Geraldine Ferland Johanne Gagnon Nicole Germain Valma Gibles Monique Jean Wilhelmine Jean Gilberte Josier Gertrude Kovacs Jeannette Lalonde Yvonette Latrulle Marie Lebrun Diane Moffett Fernande Noël Annette Ouellette Cécile Poirier Ramona Proulx Thérèse Rossignol	X X X X X X X X X X X X X X X X X X X X X X	 X X X 	Windsor

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 020	L'ABC Communautaire Péninsule du Niagara	Omer Caissier	X	X	Welland
		Linda Richardson			
		Normand Savoie		X	
MS 021	Windsor Roman Catholic Separate School Board - Section de langue française	Denis Levert		X	Windsor
		Jeanne Nongenais	X		
MS 022	Association canadienne-française de l'Ontario Essex Kent	Marcel Bergeron		X	Windsor
		Lucienne Bushnell	X		
MS 023	Clinique juridique bilingue	Lucienne Bushnell	X		Windsor
		Bernadette Grenier		X	
MS 024	Centre de recherches en éducation franco-ontarienne, CREFO	Bernard Courte	X	X	Toronto
MS 025	Association des enseignantes et des enseignants franco-ontariens - élémentaire de Windsor	Gérald Rousselle	X	X	Welland
MS 026	La régionale de l'Union culturelle des franco-ontariennes Windsor - Essex - Kent	Angéline Larocque-Brown	X	X	Windsor
MS 027	Réseau des femmes du sud de l'Ontario	Lucienne Bushnell	X	X	Willowdale
		Ina Notei	X	X	
		Francine Nutton	X		
MS 028	Association des professeurs francophones des collèges ontariens (APFCO)	Claire Moccio	X	X	Welland
MS 029	Le Conseil des écoles françaises de la communauté urbaine de Toronto (CEFCUT)	Danielle Joly	X	X	Toronto
		Anne Ladouceur	X	X	
		André Lalonde	X	X	
MS 030	Le Centre francophone La Salle (Club La Salle - Le Griffon)	Raymond Caouette	X	X	Welland

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Number	Organization	Author	B	P	City
MS 031	Le conseil des hommes catholiques de la paroisse Immaculée - Conception	Mark Poulin	X	X	St. Catharines
MS 032	Le Club d'âge d'or du Sacré - Coeur de Welland	Fernand Audet	X	X	Welland
MS 033	Association canadienne-française de l'Ontario Péninsule de Niagara	Claire Moccio	X	X	Welland
MS 034	Niagara College	Doris Evans	X	X	Welland
MS 035	Section de langue française des conseils scolaires: 1. Conseil des écoles séparées catholiques du comté de Welland 2. Conseil des écoles séparées du comté de Lincoln 3. Conseil scolaire de Niagara Sud	Laure Lebel-Kotyk	X	X	Welland
MS 036	Caisse populaire de Welland limitée	Jean Corbeil Victor Desormiers Florent Lalonde	X	X X X	Welland
MS 037	Chevaliers de Colomb - Conseil Père Emond	Dollard Arbour Gilles Durand Gaston Gaboury	X X	X X	St. Catharines
MS 038	La Société Saint - Jean Baptiste de Welland	----------	X		Welland
MS 039	Le comité des services collégiaux en français - Région de la Huronie	Marcel Bruneau Yvan Lacelle Micheline Marchand France Picard	X	X X X X	Penetanguishene
MS 040	Le Club des bons vivants	Yvon Levert	X	X	Penetanguishene
MS 041	Le Club de l'âge d'or, 50 et plus	Roland Desroches	X	X	Penetanguishene

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Number	Organisation	Author	B	P	City
MS 042	Centre d'activités françaises	André Sarrasin	X	X	Penetanguishene
MS 043	La section de langue française du Conseil de l'éducation du comté de Simcoe	Denis Chartrand	X	X	Penetanguishene
		Marie Cousineau	X		
		Basile Dorion	X		
		Alvin Gravelle	X		
		Céline LeBlanc	X		
MS 044	Le comité de la Garderie française de Penetanguishene en Ontario	----------	X		Penetanguishene
MS 045	Conseil d'administration de Lafontaine en action	Gilles Maurice	X		Penetanguishene
MS 046	Le comité d'action Place Lafontaine	----------	X		Penetanguishene
MS 047	Association des gens d'affaires canadiens-français de Welland	Gisèle Rheault	X	X	Welland
		Adélard Morin		X	
MS 048	L'Association Parents - Instituteurs - API Régionale	Vincent Poirier	X	X	Windsor
		Céline Vachon	X		
MS 049	Le comité de direction des écoles publiques de langue française - Conseil scolaire Niagara Sud	André Bissonnette	X	X	Welland
MS 050	Association des enseignantes et des enseignants franco-ontariens - London élémentaire publique	Gilles Dumas	X	X	London
MS 051	Comité consultatif de langue française du Conseil scolaire séparé du comté d'Elgin	Diane Dubois	X	X	London
MS 052	Association canadienne-française de l'Ontario - Nottawasaga	Renée Hallé	X	X	Mississauga

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	F	City
MS 053	Association des parents et instituteurs - École Frère-André	Yvette Laforêt - Fliesser	X	X	London
MS 054	Le Cercle Notre-Dame-de-la Paix, no. 1305 de l'Ordre des Filles d'Isabelle de St. Catharines	Yolande Côté	X	X	Welland
MS 055	Le Club des aînés canadiens-français de St. Catharines	Jeanne Dupuis	X	X	St. Catharines
MS 056	École secondaire Mgr-Bruyère	Franco Catanzariti	X	X	London
MS 057	La communauté catholique francophone de London	Bernard Lavallée	X	X	London
MS 058	Association des enseignantes et des enseignants franco - ontariens - London secondaire catholique	Pierre-Yves Béliveau	X	X	London
MS 059	Conseil des élèves de l'École secondaire Mgr-Bruyère	Daniel Giguère	X		London
		Crista McInnis	X	X	
MS 060	Le cercle des copains de London	Diane Bourgon		X	London
		Ron Bourgon	X	X	
MS 061	L'Association des parents, des élèves et des professeurs (PEP) - École secondaire Mgr Bruyère	Reine Dwyer		X	London
		Ginette Lavigne		X	
		Paul Madore	X		
MS 062	L'Association parents - instituteurs de l'École Rosario-Tanguay	Irène Yelle	X	X	Welland
MS 063	Garderie St. Catharines	Jean Chartrand		X	Welland
		Louise Dupuis - Dubois	X	X	
MS 064	Les membres du bureau des gouverneurs du collège Niagara d'arts appliqués et de technologie	Anne Audet-Giroux	X	X	Welland

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 065	The members of the Board of Governors of Niagara College of Applied Arts and Technology	Anne Audet-Giroux	X	X	Welland
MS 066	La section de langue française - Conseil des écoles catholiques de London et du comté de Middlesex	Jocelyne Siebert	X	X	London
MS 067	Association des enseignantes et des enseignants franco-ontariens - Conseil scolaire Niagara-Sud	Maurice Glaude	X	X	Welland
MS 068	Inter - Franco Scolaire du Sud de l'Ontario	Linda Belzille Maziar Mohayer	X X	X X	Toronto
MS 069	École secondaire Étienne-Brûlé	Micheline Gleixner Martine Proulx	X	X X	Toronto
MS 070	La section de langue française du Conseil des écoles séparées catholiques de Hamilton - Wentworth et le conseil de l'éducation de Hamilton	Johanne Dion Rosaire Lavoie	X X	X X	Hamilton

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 071	Ontario Federation of Students	Gary Collins (McMaster U.)		X	Windsor
		Steve Deighton (U. of Western)		X	
		Deborah Dennis (U. of Waterloo)		X	
		Heather Fraser (Carleton U.)		X	
		Edith Garneau	X	X	
		Aaron Goldman (Ryerson P.I.)		X	
		Ian Middleton (Lakehead U.)		X	
		Marc Molgat (Ottawa U.)		X	
		Pierre Racine (Collège Glendon - U. York)		X	
		J.R. Taillefer (U. Laurentienne)		X	
		John Vellinga (U. of Waterloo)		X	
		Marc Veno (Laurentian U.)		X	
		Ryan Vincent (Brock U.)		X	
MS 072	Association parents - instituteurs - École Docteur Renaud	Françoise Fournier	X	X	Welland
MS 073	Le Conseil des étudiants de l'école Alexandra	Tasha Laroche	X	X	London
		Antoine MacDonald	X	X	
		Christine Smith	X	X	
MS 074	Association canadienne-française de l'Ontario - London - Sarnia	Marie-Lena Del Santo	X	X	London
		Michel Trottier	X	X	
MS 075	Conseil de l'éducation de la ville de London	Thérèse M. Scratch	X	X	London

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Number	Organization	Author	B	P	City
MS 076	on own behalf	Louis Laleye	X	X	London
		Nancy Mass		X	
MS 077	Conseil des organismes francophones du Toronto métropolitain COFTM - Centre francophone	Rico Châtelain		X	Toronto
		Christian Martel	X	X	
		Roger Samson		X	
MS 078	Comité conjoint provisoire des deux conseils scolaires	Gaëtan Godin	X	X	London
MS 079	Le centre français	----------	X		Hamilton
MS 080	on own behalf	Gérard D. Roy	X	X	London
MS 081	École Alexandra	Jacques Robert	X		London
MS 082	Conseil des élèves francophones de l'École secondaire London central	André Carabak	X	X	London
		Margie Johnson	X	X	
		Allana Kent	X	X	
		David Ménard	X	X	
MS 083	Services de l'animation culturelle des écoles de langue française Alexandra et Central	Andrée-Anne Cloutier	X	X	London
MS 084	Association des enseignantes et enseignants franco-ontariens, London secondaire publique	Jennifer LaMarche	X	X	London
		François Lee-Daigle	X	X	
MS 085	on own behalf	Pierre Poitras	X	X	London
MS 086	on own behalf	Gaston DeSerres	X	X	London
		Thérèse DeSerres	X	X	
MS 087	Comité consultatif - St. Clair College	Madeleine Leal	X	X	Windsor
MS 088	on own behalf	Nancy Jane Moss	X		London

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 089	Association des enseignantes et enseignants franco-ontariens - Essex élémentaire et secondaire, Windsor élémentaire	Joseph Bisnaire Paul Bisnaire	X X	X X	Windsor
MS 090	Conseil scolaire des écoles séparées de Kent et la communauté francophone de Kent	Paul Bélanger	X	X	Windsor
MS 091	on own behalf	Jacques Kenny	X	X	Windsor
MS 092	Student at École secondaire l'Essor	Tanya Buzzanga	X	X	Windsor
MS 093	Association des enseignantes et enseignants franco-ontariens - section élémentaire publique du conseil des écoles françaises de la communauté urbaine de Toronto	Georgette Sauvé	X	X	Toronto
MS 094	New Democratic Party of Ontario	Richard Allen Linda Trudel	X	X X	Toronto
MS 095	Comité des parents-étudiants-professeurs (PEP) de l'École secondaire catholique Monseigneur-de-Charbonnel	Denise Paquette-Frénette	X	X	Toronto
MS 096	Section de langue française du conseil des écoles séparées catholiques romaines de Dufferin et Peel	Lorraine Gandolfo Roger Lachaine Georgette Ranger	X X X	 X	Dufferin-Peel
MS 098	Alphana	André Fournier Lise Ratté	X X	X X	Windsor
MS 099	Garderie francophone Les Bouts D'Choux	Diane Daniel Lynne Major	X X	X X	Toronto

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 100	Association canadienne-française de l'Ontario - Huronie	Basile Dorion	X	X	Penetanguishene
		Yannick Cousineau		X	
		Marcel Guneaut		X	
		Pierre Moreau		X	
		Gilles Tremblay		X	
MS 101	Association des enseignantes et enseignants franco-ontariens - comité de Simcoe palier secondaire	Bernard Cousineau	X	X	Penetanguishene
MS 102	Section de langue française du conseil des écoles séparées catholiques romaines du comté de Simcoe	Roméo Marchand	X	X	Penetanguishene
MS 103	Centre d'alphabétisation Huronie	Célia Arsenault	X	X	Penetanguishene
MS 104	Club Richelieu Penetanguishene Inc.	Marie Cousineau	X	X	Penetanguishene
		Rosita Desroches	X		
		Roland Lauzon	X		
MS 105	Comité des services de santé	Ryan Paquette	X	X	Hamilton
MS 106	Comité consultatif francophone - Mohawk College	Issam Massouh	X	X	Hamilton
MS 107	École secondaire Georges-P.-Vanier	Issam Massouh	X	X	Hamilton
MS 108	on own behalf	Pierre O'Reilly	X		Toronto
MS 109	Comité paroissial de la mission St-René Goupil de Guelph, API de l'école St-René Goupil de Guelph et la section de langue française du Conseil des écoles séparées du comté de Wellington	Rita Conley	X		Hamilton
		Paul Benoît-Latour	X	X	
MS 110	Durham College	Gary Polonsky	X	X	Oshawa

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	F	City
MS 111	Mohawk College	Dick Capling	X	X	Hamilton
		Diane Dent	X	X	
		Robert Kenny	X	X	
		Issam Massouh	X	X	
		Keith McIntyre	X	X	
MS 112	Groupe Primeur Productions inc		X		Toronto
MS 113	Collectif pour le collège de langue française dans le Centre/Sud-Ouest	Daniel St-Louis	X	X	Toronto
MS 114	Association des enseignantes et enseignants franco-ontariens - section élémentaire et secondaire de Hamilton	Marc Giroux	X		Hamilton
		Noël Lauzon	X	X	
		Raymond Therrien	X	X	
MS 115	Association française des conseils scolaires de l'Ontario - région # 4	Normand Blier	X	X	Toronto
MS 116	projet communautaire de développement d'emploi de l'Association canadienne-française de l'Ontario - section Hamilton	Claudette Nikelsons	X	X	Hamilton
MS 117	Association canadienne-française de l'Ontario Hamilton	Florence Charest	X	X	Hamilton
		Patricia Picknell	X	X	
		Denis Veronseau	X	X	
MS 118	Association canadienne-française de l'Ontario - Section régionale de la communauté urbaine de Toronto	Serge Jacob	X	X	Toronto
MS 119	Comité des services en français du conseil régional de santé de Thames Valley	Liliane Delaquerrière-Richardson	X		London
MS 120	Le comité français de l'hôtel de ville	Gérard Tardif	X	X	Toronto

List of Submissions to the Advisory Commission on French Language College Services in Southern Ontario

Number	Organization	Author	B	P	City
MS 121	on own behalf	Robert W. Filion	X	X	Toronto
		Nancy Guérin-Read	X	X	
MS 122	Ontario Teachers' Federation	Guil Archambault	X	X	Toronto
		Ruth Bauman	X	X	
		Beverly Palown	X	X	
MS 123	George Brown College	D.E. Light	X		Toronto
MS 124	on own behalf	Marie-Jane Johnson	X	X	Toronto
MS 125	Association haitienne de Toronto	Antoine Dérose	X	X	Toronto
MS 126	on own behalf	Mikale-Andrée Joly	X	X	Toronto
MS 127	Georgian College French Language Services	Ted Dunlop	X	X	Toronto
		France Picard		X	
MS 128	Association des parents et instituteurs de l'école Alexandra du Conseil de l'éducation de la ville de London	Thérèse M. Scratch	X	X	London
MS 129	Réseau Interaction Network Inc.	Noël Thomas	X		Scarborough
MS 130	Georgian College Board of Governors	Marquis Bureau		X	Barrie
		Eleonor Ley	X	X	
		France Picard		X	
		Margaret Watson		X	

List of Provincial Submissions to the Advisory Commissions on French Language College Services

Number	Organization	Author	B	P	City
MP 001	Assemblée des centres culturels de l'Ontario	Jean-Guy Bigeau	X		Toronto
		Claudia Leboeuf		X	
		Raymond Léger		X	
MP 002	Fédération des élèves du secondaire franco-ontarien	Nadine Martel	X	X	Ottawa
		Félix St-Denis		X	
MP 003	Association des cadres francophones des collèges communautaires de l'Ontario	Élise Beauregard	X		Ottawa
		Serge Arpin		X	
MP 004	Conseil de l'éducation franco-ontarienne	Alfred Abouchard	X		Toronto
		Raymond H. Desjardins	X		
		Marc P. Godbout	X		
MP 005	Association des enseignantes et enseignants franco-ontariens	Robert Millaire	X	X	Ottawa
		Jacques Schrybert	X	X	
MP 006	Association française des conseils scolaires de l'Ontario	Lorraine Gandolfo	X	X	Ottawa
		Ginette Gratton		X	
MP 007	Association canadienne-française de l'Ontario	Rolande Soucie	X	X	Ottawa
		Jean-Charles Landry		X	
		Jeannine Legault		X	
		Sylvie Lépine		X	
MP 008	Conseil d'administration de La Cité collégiale	Maurice Lapointe	X	X	Ottawa
MP 009	Bureau provincial de Direction-Jeunesse	Lynne Michaud	X	X	Ottawa
		Ronald Chevalier		X	
		Gilles Tousignant		X	
MP 010	Association franco-ontarienne des conseils d'écoles catholiques	Fleurette Léger	X	X	Ottawa
MP 012	Association des professeurs francophones des collèges ontariens	Gilles Crépeau	X	X	Ottawa
MP 013	on own behalf	Jacques D. Larouche	X		Ottawa
		Gaétane Larouche-Aubertin	X		

B = written briefs
P = oral presentations

List of Provincial Submissions to the Advisory Commissions on French Language College Services

Number	Organization	Author	B	P	City
MP 014	on own behalf	André Legault	X	X	Ottaw
MP 015	Fédération des jeunes canadiens-français inc.	Paul Lapierre	X	X	Ottaw
MP 016	Canadian Federation of Students	Joanne McCutcheon Sylvia Sioufi	X X	X X	Ottaw
MP 017	Association multiculturelle francophone de l'Ontario	Alfred Abouchar Shodja Siain	X	X X	Ottaw
MP 018	Ontario Public Service Employees Union	André Beckerman	X		Toron
MP 019	on own behalf	Brigitte Bureau	X		Ottaw
MP 020	Association des juristes d'expression française de l'Ontario	Nathalie Desrosiers Denis Rail	X X	X X	Toron

Liste des soumissions d'envergure provinciale aux Commissions consultatives sur les services collégiaux en français

Number	Organization	Author	B	P	City
Spécieux					
MS 071	Ontario Federation of Students	Edith Garneau	X	X	Windsor
		Gary Collins (McMaster U.)		X	
		Steve Deighton (U. of Western)		X	
		Deborah Dennis (U. of Waterloo)		X	
		Heather Fraser (Carleton U.)		X	
		Aaron Goldman (Ryerson P.I.)		X	
		Ian Middleton (Lakehead U.)		X	
		Marc Nolgat (Ottawa U.)		X	
		Pierre Racine (Collège Glendon - York U.)		X	
		J.R. Taillefer (U. Laurentienne)		X	
		John Vellinga (U. of Waterloo)		X	
		Marc Veno (Laurentian U.)		X	
		Ryan Vincent (Brock U.)		X	
LC 006	Association des étudiant(e)s du Centre universitaire de Shippagan au Nouveau-Brunswick		X		Shippagan N.- B.

Appendix II

PROVINCIAL ORGANIZATIONS WHICH PRESENTED BRIEFS TO THE ADVISORY COMMISSIONS

Assemblée des centres culturels de l'Ontario
Association canadienne-française de l'Ontario
Association des juristes d'expression française de l'Ontario
Association des cadres francophones des collèges communautaires de l'Ontario
Association des enseignantes et enseignants franco-ontariens
Association des professeurs francophones des collèges ontariens
Association française des conseils scolaires de l'Ontario
Association franco-ontarienne des conseils d'écoles catholiques
Association multiculturelle francophone de l'Ontario
Alliance des caisses populaires de l'Ontario
Centre de recherches en éducation franco-ontarienne, Ontario Institute for Studies in Education
Direction-Jeunesse
Fédération des élèves du secondaire franco-ontarien
New Democratic Party of Ontario
Ontario Federation of Students
Ontario Public Service Employees Union
Ontario Teachers' Federation
Réseau ontarien des services de garde francophones

Appendix III

COLLEGES OF APPLIED ARTS AND TECHNOLOGY WHICH PARTICIPATED IN THE CONSULTATION PROCESS

NORTH

Cambrian College, Sudbury
Canadore College, North Bay
Northern College, Timmins
Sault College, Sault Ste. Marie

SOUTH

Durham College, Oshawa
Fanshawe College, London
George Brown College, Toronto
Georgian College, Barrie
Loyalist College, Belleville
Mohawk College, Hamilton
Niagara College, Welland
Sheridan College, Oakville
St. Clair College, Windsor

EAST

La Cité collégiale, Ottawa
St. Lawrence College, Brockville

Appendix IV

OTHER CONSULTATIONS UNDERTAKEN BY THE COMMISSIONS

Association des consultants en organisation, en recherche et en développement (ACORD):

- Marc Haentjens (Consultant)
- Alain Poirier (Consultant)

Centre de recherches en éducation franco-ontarienne (OISE):

- Normand Frenette

Ontario Council of Regents for Colleges of Applied Arts and Technology (MCU):

- Charles Pascal (Chair)

Algonquin College:

- Philip Killeen (President)

Ministry of Colleges and Universities:

- Thomas Brzustowski (Deputy Minister)
- Ralph Benson (Colleges and Student Support)
- Drew Nammeth (Financial Support)
- Lionel Poirier (Francophone Affairs)
- Peter Wright (College Affairs)

Ministry of the Environment:

- David Evans (Public Information and Consultation)

Ministry of Skills Development:

- Thomas Sosa (Deputy Minister)
- Celia Fairclough (Client Services)
- Dan Patterson (Training Support Services)
- Helmut Zisser (Federal-Provincial Relations)

Appendix V

NATIONAL ORGANIZATIONS AND ORGANIZATIONS OUTSIDE ONTARIO WHICH PARTICIPATED IN THE CONSULTATION PROCESS

Alliance Québec

Association canadienne-française de l'Alberta

Association des étudiant(e)s du Centre universitaire de Shippagan

Association des Franco-Yukonnais

Collège de Bois-de-Boulogne (Montreal, Quebec)

Conseil de vie française en Amérique (Quebec City, Quebec)

Conseil jeunesse franco-colombien

Canadian Federation of Students

Fédération des Franco-Colombiens

Fédération des jeunes Canadiens-français

Fédération des jeunes francophones du Nouveau-Brunswick Inc.

Francophonie jeunesse de l'Alberta

Société des Acadiens et Acadiennes du Nouveau-Brunswick

Société franco-manitobaine

Appendix VI

Estimated cost of establishing a French language college in Central/Southwestern Ontario

Assumptions

Re: Operating costs

Students per section	10 (see note 1)
Cost per section	$125 000 (see note 5)

Re: Space rental

Leased sq.ft. per student	100 (see note 5)
Lease costs per sq.ft.	$10 (see note 2)

Re: Space Renovation

Renovation cost per sq.ft.	$40 (see note 2)

Re: Equipment and Furniture

Cost per student	$4 500 (see note 3)

Enrolments	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Estimated enrolment (note1)	200	400	600	800	1 000	
Section Size	10	10	10	10	10	
Number of Sections	20	40	60	80	100	
Equipment Acquisitions	200	200	200	200	200	
Total cost	900 000	900 000	900 000	900 000	900 000	$4 500 000

Financial Implications (1990-91$)

Operating Costs	2 500 000	5 000 000	7 500 000	10 000 000	12 500 000
Rental Costs	200 000	400 000	600 000	800 000	1 000 000
Land Acquisition	0	0	0	0	0
Construction Costs	0	0	0	0	0
Renovation Costs	800 000	800 000	800 000	800 000	800 000
Equipment Costs	900 000	900 000	900 000	900 000	900 000
Total Cost	$4 400 000	$7 100 000	$9 800 000	$12 500 000	$15 200 000
Operating cost per student(note4)	$13 500	$13 500	$13 500	$13 500	$13 500

Note 1: Estimates supplied by the Advisory Commissions in their letter of July 5th,1990
Note 2: Revised figure based on recent college leases and renovation projects
Note 3: Revised equipment and furniture cost estimates based on levels of expenditures of La Cité collégiale
Note 4: Operating cost per student = (Operating Costs + Rental Costs) ÷ Estimated enrolment
Note 5: Assumptions from the Acord study on French-Language College Services in the Region of Central/Southwestern Ontario (April 1989)

NR/26/09/90

Appendix VII

Current support for French language programs and services in Northern and Central/Southwestern Ontario (1990-91)

OPERATING SUPPORT	Cambrian	Canadore	Northern	Niagara
General Purpose Operating Grants (see note 1)	$4 145 725	$499 784	$1 743 003	$244 242
Northern Allocation (see note 2)	$159 001	$20 856	$141 342	$0
Incremental Francophone Grants (see note 3)	$1 883 449	$507 460	$1 465 123	$407 345
Total Operating Support by College	$6 188 175	$1 028 100	$3 349 468	$651 587
Total Operating Support by Region		Northern Ontario	$10 565 743	
		Central/Southwestern Ontario	$651 587	

SPECIAL SUPPORT	Cambrian	Canadore	Northern	Niagara
Francophone Special Purpose Grants to Bilingual Colleges (see note 4)	$1 669 748	$18 463	$70 800	$15 143
Francophone Special Purpose Grants to Emerging Colleges (see note 5)		Northern Ontario	$120 800	
		Central/Southwestern Ontario	$360 482	
Total Special Support by Region		Northern Ontario	$1 879 811	
		Central/Southwestern Ontario	$375 625	

Note 1: These grants are based on instructional activity. Each type of activity is converted into common unit of measurement known as a funding unit. Weighting factors are applied to the funding unit to reflect differences in program costs. Each college's weighted funding units are further adjusted to compensate for economies of scale and the additional costs associated with operating in various geographic locations. Each college's share of the total allocation is then equal to its share of the total adjusted weighted funding units. The amounts given here represent the francophone portion of each college's operating grant based on enrolments in French language and bilingual programs.

Note 2: Effective 1988-89 special grants are provided to the five colleges in Northern Ontario: Cambrian, Canadore, Confederation, Northern, and Sault. These funds are intended to provide assistance to areas which have experienced significant enrolment declines in the past four years; to provide assistance for Northern colleges to develop and introduce new programming; and to maintain and enhance the current program offerings in the North. The francophone share of the Northern allocation in the bilingual colleges is based on the level of francophone activity in each college.

Note 3: Four bilingual colleges, Cambrian, Canadore, Niagara, and Northern, which service sizeable French-speaking communities receive francophone grants to cover the additional costs of providing postsecondary programs, courses, student services, etc. in the French language (i.e. to cover the cost of smaller section sizes and duplication of services).

Note 4: Colleges which demonstrate a need in the following project categories are eligible for special purpose grants:
a) Non-credit adult education in the minority language and French as a second language courses
b) Development and adaptation of learning materials in the French language
c) Professional development activities for French-speaking CAAT personnel
d) Exchange projects between CAATs and CEGEPs (colleges of general and vocational education in Quebec)
e) Development of new programs in the French language including high priority funding for the first two years

Note 5: Funding is available to emerging colleges for the development of courses, activities and services in French. Seven colleges are classified as "emerging": Confederation, George Brown, Georgian, Humber, Mohawk, Sault, and St. Clair. These colleges however do not offer any postsecondary programs in French.